

# Lesson 4: Dietary Guidelines as Applied to Children

## Lesson 4

### Dietary Guidelines as Applied to Children

Slide 1

## Background

Today, many Americans have diets that contain too many calories and too much fat (especially saturated fat), cholesterol and sodium. Their diets are low in whole grains, fruits, and vegetables, and high in fats and sweets. In addition, people have become more inactive over the years.

Most experts agree that food choices and exercise can help to prevent chronic diseases such as heart disease, certain cancers, diabetes, stroke and osteoporosis, that are leading causes of death and disability among Americans. A good diet can reduce major risk factors for chronic diseases such as obesity, high blood pressure and high blood cholesterol. The exact role of diet in some of these diseases is still being studied.

Unfortunately, children's diets reflect some of the same drawbacks found in the general American diet. The United States Department of Agriculture's (USDA) 1993 **School Nutrition Dietary Assessment** (SNDA) study shows that the eating patterns of children and youth parallel the eating patterns of the nation. Generally, children are consuming too much fat, saturated fat, and sodium, and too few carbohydrates. The study found that students' daily intake averages 38 percent of calories from fat, and 15 percent from saturated fat, compared with the Dietary Guideline goal of 30 percent or less from fat, and less than 10 percent from saturated fat.

Since school meals provide a significant contribution to a child's diet, it is especially important that school meals be changed to provide choices that include lowfat foods, vegetables, fruits and whole grain products. It has become clear that changes are necessary to provide children with healthy meals.

To help achieve these changes the USDA **School Meals Initiative for Healthy Children** will provide children with school meals that promote their health, and assist in preventing chronic diseases, and meet the nutrition goals. These changes take into consideration the total diet as you

## Notes

### 1 Interest Building

#### Strategy/Set

Ask students to stand up if they answer yes to the following questions:

Did you eat 6 servings of bread yesterday?

Who ate 3 whole grains yesterday?

Did you consume 2 servings of milk or dairy foods?

Did you consume 5 servings of fruits and vegetables?

Did you walk or exercise for 30 minutes yesterday?

### 2 Review Competencies

### 3 Purpose

You will be reviewing the current 1995 Dietary Guidelines and how they apply to school meals. The Guidelines provide specific, practical tips for menu planning in Child Nutrition Programs. One, two, or all of the guidelines may apply to your situation. By choosing only one or two of the guidelines, you can make menu changes gradually. By starting slowly, keeping the changes simple, and introducing new items with popular menu items, you will find applying the Dietary Guidelines easy.

#### American Diet

- Too many calories
- Too much fat, cholesterol, sodium
- Too low in whole grains, fruits and vegetables

plan meals that are based on an average weekly nutrient analysis.

Notes

**USDA School Meals  
Initiative for Healthy Children**

*Nutrition Goals*

Recommended Dietary Allowances (RDA)

- 1/4 RDA for breakfast
- 1/3 RDA for lunch

Calorie Goals

- Age appropriate

Dietary Guidelines for Americans

- Balanced nutrient content

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Public Law 103-448 requires school lunch and breakfast programs to comply with the current recommendations of the Dietary Guidelines for Americans by July 1, 1996 or the beginning of the school year 1996-97, unless a waiver is granted by the State agency.

# Eating Is One of Life's Greatest Pleasures

## DENNIS THE MENACE



"THIS STUFF TASTES GREAT, MOM!  
ARE YA SURE IT'S GOOD FOR ME?"

Experts agree that most food preferences and dietary habits are established during childhood. Children are influenced by many factors—parents, teachers, friends, community, school meals, food industry, peers, and the media.

### Influences on Children's Nutritional Behaviors

- Parents
- Peers/community
- TV/media
- School meals

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## Notes

### 4 Transfer – Show the Dennis the Menace cartoon. T-1

Eating is one of life's great pleasures from birth to adulthood, and we can help to influence children's food choices.

Parents can control the type of food infants eat, but not the amount.

Babies will only eat the amount they need. As children get older and strive for independence, they are influenced more by media, peers and meals served at school.

Review Appendix D: ADA's position paper, Dietary Guidance for Healthy Children.

### 5 Instructions

Review influences on children's nutritional behaviors

- Parents
- Peers/community
- TV/media
- School meals

<sup>1</sup> Dennis the Menace © used by permission of Hank Ketcham and © by North America Syndicate.

## Parents

## Notes

### Parents are Gatekeepers

Provide:

- Nourishing food
- Supportive environment

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### **Nourishing Food**

A family's food preferences, eating behaviors and beliefs are strong traditional influences in the way children select food. These traditions, along with a family's culture and budget, will influence children's nutritional behaviors. Research indicates that children imitate adult eating habits and that the number of children responsible for preparing and purchasing their own meals and snacks is growing. Parents are the gatekeepers and need to provide guidance so that there is a healthy framework within which children select and decide how much food to eat.

We can influence children by educating their parents on the healthful meals being served. The meals served should appeal to children by offering healthy choices of their favorite foods. Their parents will value a program that offers healthy food choices.

### **Supportive Environment**

Eating involves more than nutrition. People also eat foods for enjoyment. Mealtimes may influence children's food and nutrient intake. Meals should be eaten in a setting that is comfortable and free from stress and unreasonable demands. This will help to foster in children a lifelong appreciation for healthy foods that taste good.

## Peers

As children venture into the wide world, their food choices are influenced by those outside the family. Day care, friends, school, doctors and teachers provide both positive and negative nutrition messages.

### The Family Circus



2 "It's the cafeteria menu for next week. Thursday would be a good day to be sick."

As children grow older, participation in the school meal program may be determined as much by friends as by the menu. Children need support and education when trying to solve problems in a peer group. One way for schools to influence peer groups is to involve the school leaders in Nutrition Advisory Councils or taste test panels. For more information see Lesson 10: Marketing Healthy School Meals and Lesson 6: Food Procurement.

### Media

Television is the primary media influence on children of all ages. Many children watch nearly 26 hours of TV in a week, and commercials have impacted children's nutritional behaviors.

### Notes

Show T-2 cartoon – The Family Circus.  
Children are influenced by other children. Try to keep their influence positive, not negative!

<sup>2</sup> The Family Circus reprinted with special permission of King Features Syndicate, Inc.

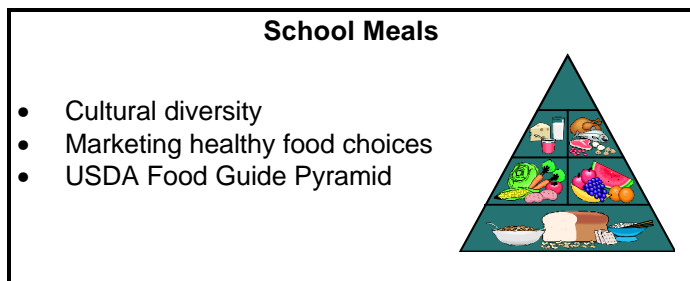


Slide 5

Problems associated with watching TV:

- Promotes sedentary lifestyle.
- Exposes children to food commercials which often promote foods high in sugar, fat, salt, and low in nutrients. The messages are directed to image and emotional appeals, and generally lack nutritional advice.
- Urges children to influence parents' food choices.
- Offers poor dietary models to imitate.

## School Meals



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During children's developmental years there are opportunities to promote and influence healthy food choices through school meals. For many children, school meals make a significant contribution to their total day's nutrient intake. School meals offer a variety of foods to reflect the cultural diversity and changing needs of students.

The USDA Food Guide Pyramid is a visual teaching tool that shows the total diet concept. By selecting a variety of foods from the five food groups displayed by the Food

## Notes

### Activity

Discuss with a partner two ways to positively influence a child's eating habits.

Guide Pyramid, you can achieve a healthful diet. Select foods from the base of the USDA Food Guide Pyramid as the foundation of your meals. (See Lesson 10: Marketing Healthy School Meals for more information.)

## Dietary Guidelines and Menu Planning

One way to provide healthy food choices in your school meals is to apply the core messages from *Nutrition and Your Health: Dietary Guidelines for Americans, fourth edition, 1995* to your menus and food items.

### **Nutrition and Your Health: Dietary Guidelines for Americans, fourth edition, 1995:**

1. Eat a variety of foods.
2. Balance the food you eat with physical activity – maintain or improve your weight.
3. Choose a diet with plenty of grain products, fruits and vegetables.
4. Choose a diet low in fat, saturated fat and cholesterol.
5. Choose a diet moderate in sugars.
6. Choose a diet moderate in salt and sodium.
7. If you drink alcoholic beverages, do so in moderation.

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Public Law 101-445 requires that the Dietary Guidelines be reviewed by a panel of experts every five years to determine whether the existing standards need to be altered and, if so, to recommend changes. As a result, the Dietary Guidelines are based on the best available scientific and medical knowledge.

They provide advice for all healthy Americans age two and older about food choices that promote health and prevent chronic diseases. The guidelines encourage Americans to choose a diet with most of the calories from grains, vegetables, and fruits, lowfat dairy products, lean meats, fish, and poultry and to choose fewer calories from fats and sweets.

<b>Dietary Guideline Changes:</b>		
<b>Third Edition (1990)</b>	<b>Fourth Edition (1995)</b>	<b>Reason for Change</b>
Eat a variety of foods	Same	No change

### Notes

Review changes to the Dietary Guidelines.

Maintain healthy weight	Balance the food you eat with physical activity – maintain or improve your weight	Increased focus on weight maintenance and physical activity (as a key component of weight maintenance)
Choose a diet with plenty of vegetables, fruits and grain products	Choose a diet with plenty of grain products, vegetables, and fruits	Consistency with placement on the Food Guide Pyramid
Choose a diet low in fat, saturated fat, and cholesterol	Same	No change
Use sugars only in moderation	Choose a diet moderate in sugars	Consistency with other guidelines' focus on total diet
Use salt and sodium only in moderation	Choose a diet moderate in salt and sodium	Consistency with other guidelines' focus on total diet
If you drink alcoholic beverages, do so in moderation	Same	No change

### **Dietary Guideline Changes**

*Fourth Edition, 1995*

- Same
- Balance the food you eat with physical activity
- Choose a diet with plenty of grain products, vegetables and fruits
- Same
- Choose a diet moderate in sugars
- Choose a diet moderate in salt and sodium
- Same

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### **Principles of Cooperative Learning**

1. Positive interdependence
2. Individual accountability
3. Collaborative skills

### **Notes**

#### **Activity**

#### **Jigsaw Cooperative Learning**

In this section, we will look at six of the seven Dietary Guidelines that apply to menu planning.

Divide into "home" groups of 6.

Review principles (slide). Review procedure (slide). Divide into "expert" groups. Study. Return to teach "home" group.

#### **Jigsaw Procedure**

1. Cover a large body of information by dividing the content into sections.
2. Each group member is responsible for a section that is unique and different.
3. The first group formed is the "home" group or team.
4. The second group is the "expert" group where the material will be studied in depth. This group should compare and review the Dietary Guidelines changes to their topic.
5. Experts return to their home group to teach the information they learned.
6. The home group is responsible for knowing the entire content and will demonstrate this knowledge.



*Slide 9**Notes***Expert Groups**

1. Variety
2. Weight and activity
3. Grains, vegetables, fruits
4. Fat
5. Sugar
6. Salt

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## **Dietary Guideline #1: Eat a Variety of Foods**

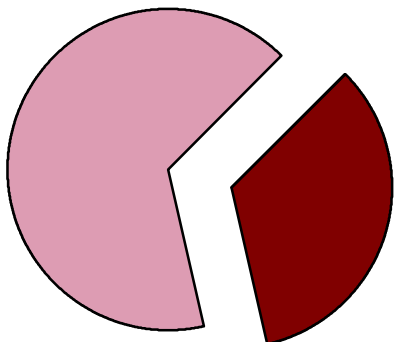
This Dietary Guideline is the cornerstone for building a healthy diet. Foods contain combinations of nutrients and other healthful substances. No one food provides all the nutrients needed for good health. For example, a banana provides potassium, but no iron. Dried beans provide iron, but no vitamin C.

To make sure you eat all of the nutrients and other substances needed for health, choose a variety of foods. There are no “good” or “bad” foods. All foods can be part of a healthful diet. A healthful diet contains the amounts of essential nutrients and energy needed to prevent nutritional deficiencies and excesses. It also provides the right balance of carbohydrate, fat, and protein to reduce risks for chronic disease. It can be obtained from a variety of foods that are available, affordable, and enjoyable.

Food combinations need to vary from day to day and meet the energy and nutrient goals that are unique for every person. Although all children need calories and nutrients for growth and development, they do not all need to eat the same amount.

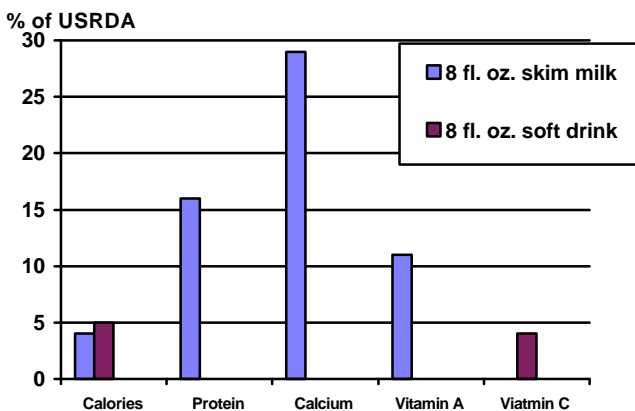
## Growing children and teenage girls have higher needs for some nutrients

### Calcium



Calcium is an important mineral needed for healthy bones throughout life. Calcium is essential to the development of sufficient bone mass during the growing years. Prevention of osteoporosis in later years is critically dependent on calcium intake during adolescence. Nearly half of the adult skeleton is only developed during adolescence.

Calcium is a nutrient that many Americans do not consume in adequate amounts. Half of teenage girls and older women in the nation consumed only two-thirds of the recommended level of calcium. USDA's *School Nutrition Dietary Assessment* study reported that 15-18-year-old teenage girls consumed on the average only 80 percent of the RDA for calcium, and 11-to-14-year-old girls consumed only 87 percent. There is a common misconception that milk and dairy products – the richest sources of dietary calcium – are fattening.

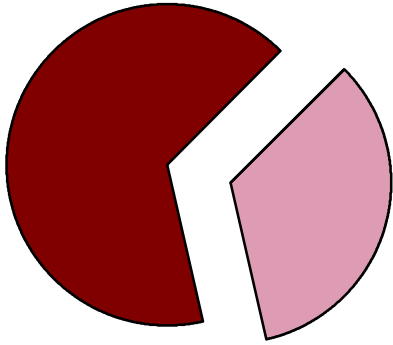


## Nutrient Comparison

### Notes

By selecting lowfat or fat-free dairy items and other lowfat calcium sources, children can obtain adequate calcium and keep fat intake from being too high.

### Iron



Iron is another nutrient that many children do not consume in adequate amounts. Iron is a critically important nutrient that functions in the red blood cells to carry oxygen. Iron-deficiency anemia directly impacts a child's readiness to learn. The symptoms of anemia include: apathy, listlessness, behavioral disturbances, shortened attention span, hyperactivity and learning disorders<sup>3</sup>. Children and youth with anemia usually are less attentive and may fall further behind their classmates. Nutrition is clearly a significant factor in a child's short- and long-term readiness to learn.

According to USDA's *School Nutrition Dietary Assessment Study*, less than one-third of the RDA for iron is being consumed by 11-14-year-old girls participating in the school lunch program. Health professionals recommend that children get their iron through a variety of iron-rich foods such as lean meat, cooked dry beans and lentils, leafy green vegetables, whole grains and fortified cereals. Vitamin C-rich foods such as citrus fruits and strawberries should be eaten with foods high in iron to help improve iron absorption.

<sup>3</sup> National Education Association, *The Relationship Between Nutrition and Learning: A School Employee's Guide to Information and Action*, 1989.

## Menu Planning Tips for Variety:

Notes

### **Entrees**

- Plan a different meat or meat alternate or a different combination of meat or meat alternates for each day in the week.
- Follow a plan for providing a good variety of meats and meat alternates in the main dishes.

### **Vegetables and Fruits**

- Include raw or cooked vegetables in salads.
- Plan to use raw or cooked fruits in fruit cups and desserts.
- Use a different combination of two or more servings of vegetables and fruits each day. Include all forms of vegetables and fruits: fresh, canned, frozen, and dried.

### **Grains and Breads**

- Plan to use a different kind of bread or bread alternate each day.
- Include a variety of enriched rice, macaroni, noodles and other pasta products.
- Offer school-made loaf breads or hot breads, such as rolls, sandwich buns, muffins, biscuits, or cornbread as often as possible.

## **Dietary Guideline #2: Balance the Food You Eat With Physical Activity – Maintain or Improve Your Weight**

Children need enough food for proper growth and normal development. Calorie needs of children differ due to body size, growth spurts and physical activity level.

Obesity in childhood is a growing problem in our nation. The frequency of childhood obesity is difficult to measure, but estimates range that this problem occurs in 4-14 percent of the population from the age of birth to 9 years old. A poor diet and a sedentary lifestyle are the major contributors.

### **Advice for Children**

Health professionals recommend that childhood obesity be prevented by increasing physical activity. Setting limits on television time and encouraging children to play actively in a safe environment are helpful approaches.

In addition, teaching children to eat grains, vegetables, fruits, as well as lowfat dairy and other protein-rich foods is recommended.

Although limiting fat intake may help to prevent excess weight gain in children, fat should not be restricted for children less than two years of age. Helping overweight children to achieve a healthy weight along with normal growth requires caution and the expertise of health professionals.

### **Menu Planning Tips To Maintain a Healthy Weight:**

- Serve plenty of fruits and vegetables.
- Serve more pasta, rice, breads, and cereals without fats and sugars added in preparation.
- Serve less fat and fewer high-fat foods.
- Serve desserts and sweets in moderation.

## **Dietary Guideline #3: Choose a Diet With Plenty of Grain Products, Vegetables, and Fruits**

Most of the calories in a diet should come from grain products, vegetables, and fruits. These foods provide vitamins, minerals, complex carbohydrates (starch and dietary fiber), and other substances that are important for good health. They are usually low in fat, depending on how they are prepared.

Dietary fiber is found only in plant foods like whole grain breads and cereals, beans and peas, and other vegetables and fruits. Because there are different types of fiber in foods, choosing a variety of foods is recommended. Eating foods with fiber is important for prevention of some cancers, proper bowel function, as well as lowering the risk of heart disease.

According to the 1989/90 Continuing Survey of Food Intake of Individuals by Human Nutrition Information Service, 35 percent of elementary school children did not eat fruit, and 25 percent of school children did not eat vegetables on the day of the survey.

The California State Department of Health Services' *California Dietary Practices Survey of Children, Ages 9-11 years* found that fewer than one in four children eat five servings of fruits and vegetables per day as recommended for good health. Only one-third of children know that five or more servings is the minimum requirement or remember trying any new fruit or vegetable lately.

### **Advice for Children**

Fruits, vegetables, and grains provide a variety of vitamins and minerals essential for health. These foods are

#### *Notes*

an excellent source of carotene (including those that form vitamin A), vitamin C, vitamin B6, folate and dietary fiber.

Fiber is a plant food component that exists in both soluble and insoluble forms. Researchers continue to study the role of fiber in healthy diets and its effects on decreased risks of chronic disease. We do know now that it is important to the healthy maintenance of the digestive tract. Some of the benefits associated with a high-fiber diet come from other components present in these foods, not just from fiber itself.

For this reason, fiber is best obtained from foods rather than supplements.

The antioxidant nutrients found in plant foods (vitamin C, carotene, vitamin E, and the mineral selenium) are presently of great interest to scientists and the public because of their potentially beneficial role in reducing the risk of cancer and certain other chronic diseases. Scientists are also trying to determine what other substances in plant foods protect against cancer. Childhood cancers are not currently linked to diet. However, habits such as smoking and poor diet contribute to major cancers that can occur in adulthood. Therefore, encouraging children to eat fresh fruits, vegetables, whole grain products, lowfat dairy foods, lean meats and dry beans is a very effective way to decrease risk for developing chronic health problems.

## **Menu Planning Tips for Increasing Grains, Vegetables, and Fruits**

### ***Side Dishes***

- Offer vegetables higher in fiber such as cooked dry beans, broccoli, tomatoes, leafy greens, potatoes with skin, and carrots.
- Offer raw vegetable salads.
- Offer vegetarian baked beans.
- Offer whole or cut-up fresh fruits higher in fiber such as those with edible skins — apples, pears, nectarines, peaches — and those with edible seeds such as berries and bananas.

### ***Grains***

- Offer quick breads, muffins, crackers or cookies made with whole grains or whole grain flours (examples of whole grain flours are corn meal, wheat flour, oats, bulgur, brown rice, and barley).
- Serve a variety of pasta salads.
- Offer whole grain breads and cereals at breakfast and for snacks.

### ***Notes***

## **Dietary Guideline #4: Choose a Diet Low in Fat, Saturated Fat and Cholesterol**

In general, health professionals believe that food habits established in childhood are important in the prevention of heart disease later in life. Health professionals recommend that risk of heart disease be reduced by decreasing the amount of total fat, saturated fats, and sodium in the diet.

### **Advice for Children**

Changes to reduce the amount and type of fat in meals must be practical and acceptable. Children over the age of two years should gradually adopt a diet that, by about five years of age, contains no more than 30% of calories from fat. As they begin to consume fewer calories from fat, children should replace these calories by eating more grain products, fruits, vegetables, and lowfat dairy products and other protein-rich foods.

### **Menu Planning Tips for Lowering Fat:**

#### ***Entrees***

- Offer lean meats, fish, poultry, cooked dry beans, peas and lentils (i.e., mixed dishes).
- Choose entrees without added fat.

#### ***Side Dishes***

- Offer reduced-fat or non-fat salad dressings.
- Balance higher fat foods in menus with items lower in fat. For example, offer baked french fries or baked potatoes instead of deep fried french fries with chicken nuggets.

#### ***Grains***

- Replace higher fat grain products such as croissants, doughnuts and sweet rolls with lower fat grain products such as bagels, English muffins and pita bread.
- Serve jam, jelly or honey instead of butter or margarine on breads and rolls.
- Increase the variety of lowfat grain products such as noodles, brown rice, barley and bulgur.

#### ***Milk Choices***

- Encourage lowfat (2%,1%) and skim milk choices to help decrease the fat content of meals.

Notes

## **Dietary Guideline #5: Choose A Diet Moderate in Sugars**

### **Advice for Children**

Offer and use sugars in moderation. Use sparingly if your calorie needs are low. However, for very active children, once nutritional needs are met, sugar can be an extra source of energy. Two main reasons children should be offered sugars in moderation:

1. Sugar and high sugar foods supply calories but may be limited in nutrients like vitamins and minerals.
2. Frequent eating of foods high in sugars and starches as between-meal snacks may be more harmful to your teeth than eating them at meals and then brushing.

Sugar comes in many forms:

- Table sugar (sucrose)
- Brown sugar
- Raw sugar
- Glucose (dextrose)
- Fructose (fruit sugar)
- Maltose concentrate
- Lactose (milk sugar)
- Honey
- Syrups
- Corn sweetener
- High-fructose corn syrup
- Molasses
- Fruit Juice concentrates

### **Menu Planning Tips for Sugar:**

- Use fruits packed in light syrup.
- Use healthy grain desserts.
- Use fresh or frozen fruit desserts.

## **Dietary Guideline #6: Choose a Diet Moderate in Salt and Sodium**

Sodium and sodium chloride, known commonly as salt, occur naturally in foods, usually in small amounts. Most Americans eat more salt and sodium than they need. Most of this excess comes from processed foods rather than from salt added in cooking or at the table.

### *Notes*

#### **6 Guided Practice**

Activity – Healthy Menu Planning Checklist – Appendix A.

Distribute handouts to each group:

Weekly lunch menus with Healthy Menu Planning Checklist, blank transparencies, markers.

Practice a day's menu together on a transparency. Use menu ideas from the Instructor's suggestions for this activity.

There are no right or wrong answers, because there are a variety of ways to adjust menus.

Groups have 15 minutes to plan menus that apply the guidelines that are appropriate to their situation. They should choose at least two guidelines that apply, i.e., variety and fat or fruits and vegetables or sodium.

Complete the Healthy Menu Planning Checklist.

The group's reporter posts and describes menu ideas with the class. If time is limited, have groups discuss only one daily menu.

Remember, salt is an acquired taste.



## Advice for Children

When children learn to enjoy meals and snacks without excess salt, they might be protecting themselves from future health problems such as high blood pressure. Sodium is associated with high blood pressure. Some studies show that consuming less salt or sodium may lower the risk for high blood pressure in certain population groups.

Foods with added salt include cured and processed meats, cheeses, most snacks, ready-to-eat cereals, breads and bakery products, prepared frozen entrees and dinners, packaged mixes, canned soups and salad dressings.

## Menu Planning Tips for Reducing Salt:

### *Entrees*

- When serving ready-made foods such as soups, meats and main dishes, check the sodium content and select those lower in sodium.
- Choose entrees which use herbs and spices.
- In preparing foods, use lower sodium products and review the recipe for ways to reduce sodium and use herbs and spices.

### *Side Dishes and Grains*

- When serving salted snacks such as crackers, pretzels or nuts, offer them in smaller amounts.
- Serve smaller amounts of condiments such as mustard, catsup, relish and salad dressing.
- Offer salt-free seasonings as an alternative to the salt shaker.

## Dietary Guideline #7: If You Drink Alcoholic Beverages, Do So in Moderation

Children and teens should not drink alcoholic beverages. Use of alcoholic beverages involves risks to health and other serious problems.

Support school programs promoting an alcohol and drug-free lifestyle. Use health fairs to promote these programs along with good eating habits. Work with others in the school and community to create an environment that supports alcohol and drug avoidance.

## Putting It All Together

Simple changes, taken one at a time, can add up to a lifetime of better eating habits. The key is to make changes that are right for you and your customers. Here are some techniques that can help meal planners apply the Dietary Guidelines to their menus:

## Notes

### 7 Individual Practice

Meal Quality Self-Assessment Instrument for Child Nutrition Programs: Nutritional Guidelines  
Refer students to Appendix B to complete the questionnaire on their own time.

**Putting it All Together**

- Remember that children are the prime focus.
- Make gradual changes over time.
- Provide tasty and interesting food choices.
- Integrate the food service program with the entire school.

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**Putting it All Together**

- Promote the program in the school and with parents in the community.
- Work closely with others to enlist their support.
- Set small goals and achieve them...success promotes success.

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A healthy diet offers a variety of foods; includes fresh fruits, vegetables, and whole grains; is low in fat, saturated fat and cholesterol; and is moderate in salt and sugar. The most successful strategy for developing a healthy diet is to make small, gradual changes that consider balance, taste, and the mealtime environment.

Diet is important to health at all stages of life. However, during childhood a healthful diet should provide for the needs of growth, physical development, activity, athletics and cognitive performance. It is important to consider all needs, rather than focusing on a single issue.

We need to take another look at the foods we offer and help children make healthy food choices. This course, along with other training courses like Healthy Edge, Changing the Course, or Shaping Healthy Meals will provide helpful menu planning suggestions for applying the Dietary Guidelines in Child Nutrition programs. More information on these programs is listed in Appendix C.

*Notes*

**8 Closure**

Review section and competencies.

**9 Back on the Job...**

Menu planners need to remember the Dietary Guidelines for Americans and their application and importance to children as they plan menus to implement healthy school meals.

## Appendix A: Activity

### Your Healthy Menu Planning Checklist

*Directions:* Plan a weekly menu that applies the Dietary Guidelines. Choose at least two guidelines, i.e., variety and fat, or fruits and vegetables or sodium. After completing the weekly menu, check the boxes that apply. How well does the menu below achieve the Dietary Guidelines for Americans? Place a check “✓” in the box when a menu meets a certain guideline:

Dietary Guidelines for Americans	Monday	Tuesday	Wednesday	Thursday	Friday
Eat a variety of foods.					
Balance the food you eat with physical activity – maintain or improve your weight.					
Choose a diet with plenty of grain products, vegetables and fruits.					
Choose a diet low in fat, saturated fat and cholesterol.					
Choose a diet moderate in sugars.					
Choose a diet moderate in salt and sodium					

**Notes:**

### Menu #1

Monday	Alternate	Tuesday	Alternate	Wednesday	Alternate	Thursday	Alternate	Friday	Alternate
Spaghetti with meat sauce Green salad with 1000 island dressing Cherry Cobbler Whole Milk		Beef nuggets with barbecue sauce Whole wheat roll Buttered carrots Peaches Whole milk		Hot dog, bun w/ mustard, pickles French fries Orange wedges Whole milk		Fried chicken Mashed potatoes and gravy Fruit salad with marshmallow dressing Roll 1% milk		Pepperoni pizza Buttered canned green beans Celery & peanut butter Applesauce Chocolate milk	

## Appendix A: Activity

### Your Healthy Menu Planning Checklist

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Choose a diet moderate in sugars.					
Choose a diet moderate in salt and sodium.					

**Notes:**

### Menu #2

Monday	Alternate	Tuesday	Alternate	Wednesday	Alternate	Thursday	Alternate	Friday	Alternate
Soft beef taco w/ salsa packet Buttered canned corn Lettuce & tomato Glazed brownie Whole milk		Chicken nuggets w/ sweet & sour sauce Roll Green beans Pears Fruit yogurt 1% milk		Hamburger, bun Potato rounds Catsup, lettuce, tomato, pickle Chocolate chip cookie Whole milk		Beef burrito Tossed green salad Orange wedges   Chocolate milk		Fish nuggets Buttered white roll Veggie sticks & dip Fruit cup  2% milk	

## Appendix A: Activity

### Your Healthy Menu Planning Checklist

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Choose a diet moderate in sugars.					
Choose a diet moderate in salt and sodium.					

**Notes:**

### Menu #3

Monday	Alternate	Tuesday	Alternate	Wednesday	Alternate	Thursday	Alternate	Friday	Alternate
Pepperoni pizza Apple wedges Tossed green salad Whole milk		Hot dog, bun French fries Baked beans Whole milk		Cheese nachos & refried beans Tossed salad Pineapple Whole milk		Turkey & gravy Mashed potatoes Roll Holiday cookies Whole milk		Canned vegetable soup Grilled cheese sandwich Peaches Ice cream Whole milk	

## Appendix A: Activity

### Your Healthy Menu Planning Checklist

*Directions:* Plan a weekly menu that applies the Dietary Guidelines. Choose at least two guidelines, i.e., variety and fat, or fruits and vegetables or sodium. After completing the weekly menu, check the boxes that apply. How well does the menu below achieve the Dietary Guidelines for Americans? Place a check “✓” in the box when a menu meets a certain guideline:

Dietary Guidelines for Americans	Monday	Tuesday	Wednesday	Thursday	Friday
Eat a variety of foods.					
Balance the food you eat with physical activity – maintain or improve your weight.					
Choose a diet with plenty of grain products, vegetables and fruits.					
Choose a diet low in fat, saturated fat and cholesterol.					
Choose a diet moderate in sugars.					
Choose a diet moderate in salt and sodium.					

**Notes:**

### Menu #4

Monday	Alternate	Tuesday	Alternate	Wednesday	Alternate	Thursday	Alternate	Friday	Alternate
Corn dog Carrot coins Potato rounds Orange wedges Tapioca pudding w/ chocolate sauce 2% chocolate milk		Beef chili Celery sticks Cornbread & honey butter Pear crisp 2% milk		Barbeque chicken Tater tots Broccoli Corn bread Oatmeal raisin cookie Whole milk		Cheese nachos Tortilla chips Spanish rice Fresh fruit Whole milk		Turkey hot dog French fries w/ catsup Vegetable dip Fresh strawberries Whole milk	

## Appendix A: Activity

### Your Healthy Menu Planning Checklist

*Directions:* Plan a weekly menu that applies the Dietary Guidelines. Choose at least two guidelines, i.e., variety and fat, or fruits and vegetables or sodium. After completing the weekly menu, check the boxes that apply. How well does the menu below achieve the Dietary Guidelines for Americans? Place a check “√” in the box when a menu meets a certain guideline:

<b>Dietary Guidelines for Americans</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Eat a variety of foods.					
Balance the food you eat with physical activity – maintain or improve your weight.					
Choose a diet with plenty of grain products, vegetables and fruits.					
Choose a diet low in fat, saturated fat and cholesterol.					
Choose a diet moderate in sugars.					
Choose a diet moderate in salt and sodium.					

**Notes:**

### Menu #5

<b>Monday</b>	<b>Alternate</b>	<b>Tuesday</b>	<b>Alternate</b>	<b>Wednesday</b>	<b>Alternate</b>	<b>Thursday</b>	<b>Alternate</b>	<b>Friday</b>	<b>Alternate</b>
Chicken nuggets w/ barbecue sauce Deep fat French fries w/ catsup French bread w/ butter Peaches in light syrup Whole milk		Ham & American on croissant w/ shredded lettuce, mayonnaise Mexicali corn Mixed canned fruit in light syrup Whole milk		Ground beef chili Cornbread w/ butter Apple cobbler Whole milk		Beef taco in soft shell w/ lettuce, tomato, cheese Fruit cup in light syrup Whole milk		Beef & cheese nachos Mixed green salad w/ 1000 island dressing Green beans Cherry cobbler Whole milk	

## Appendix A: Activity

### Your Healthy Menu Planning Checklist

*Directions:* Plan a weekly menu that applies the Dietary Guidelines. Choose at least two guidelines, i.e., variety and fat, or fruits and vegetables or sodium. After completing the weekly menu, check the boxes that apply. How well does the menu below achieve the Dietary Guidelines for Americans? Place a check “√” in the box when a menu meets a certain guideline:

<b>Dietary Guidelines for Americans</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Eat a variety of foods.					
Balance the food you eat with physical activity – maintain or improve your weight.					
Choose a diet with plenty of grain products, vegetables and fruits.					
Choose a diet low in fat, saturated fat and cholesterol.					
Choose a diet moderate in sugars.					
Choose a diet moderate in salt and sodium.					

**Notes:**

### Menu #6

<b>Monday</b>	<b>Alternate</b>	<b>Tuesday</b>	<b>Alternate</b>	<b>Wednesday</b>	<b>Alternate</b>	<b>Thursday</b>	<b>Alternate</b>	<b>Friday</b>	<b>Alternate</b>
Hot dog w/ mustard, catsup Steamed carrots Pears in light syrup Chocolate chip cookie Whole milk		Spaghetti w/ meat sauce French bread w/ butter Green beans Green salad w/ Italian dressing Whole milk		Hamburger, bun w/ lettuce, tomato, pickle, mustard, catsup Mixed canned fruit salad Orange juice Cookie Whole milk		Fried chicken Mashed potatoes w/ gravy Roll Green beans Whole milk		Pepperoni pizza Citrus fruit salad Trail mix Applesauce Whole milk	



## Appendix B: Meal Quality Self-Assessment Tool

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## Appendix C: Health Resources

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### ***California Daily Food Guide: Dietary Guidance for Californians, A Technical Report for Professionals, 1990***

A specific California publication that provides practical information which can be used in making food decisions. ***The California Daily Food Guide*** combines and unifies the recommendations of nearly a dozen different reports from national health authorities. Available from California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271. Cost \$4.75.

### ***Building for the Future: Nutrition Guidance for the Child Nutrition Programs***

A USDA publication that provides practical guidance to help child nutrition professionals deliver sound nutrition to America's children. It also provides information for others in the education community who are interested in nutrition, including: teachers, parents, administrators, school board members, school health personnel and children who participate in the school lunch/breakfast programs. The pamphlet contains practical suggestions on implementing the Dietary Guidelines, nutrition quizzes, dietary fat chart, advice on feeding children in child care and sources for more health and nutrition information. Available from USDA, FNS, 3101 Park Center Drive, Alexandria, VA 22302.

### ***Meal Quality Self-Assessment Instrument for Child Nutrition Programs: Nutritional Guidelines***

A self-assessment tool to determine strategies to improve the nutritional quality of meals. Available from California Dept. of Education, P.O. Box 271, Sacramento CA 95812-0271. Cost \$2.25, ***Healthy People 2000***

National Health Promotion and Disease Prevention Objectives. U. S. Dept. of Health and Human Services, Public Health Service, Washington D.C., 1990.

States in section 2.17: "Increase to at least 90 percent the proportion of school lunch and breakfast services and childcare food services with menus that are consistent with the nutrition principles in the Dietary Guidelines for Americans." Available by mail from Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402. Cost: Summary Report \$9.00. Full Report \$31.00.

### ***Healthy E.D.G.E.***

A 10-hour formal training course developed by the American School Food Service Association with funding by the Department of Health and Human Services. It emphasizes the Dietary Guidelines and their implementation in Child Nutrition Programs. Available from ASFSA Emporium: (800) 728-0728. Cost \$30.00.

### ***Changing the Course***

A program developed by the American Cancer Society. Available to schools for use in implementing changes to reduce fat and sodium and increase fruits, vegetables and fiber in meals from local ACS chapter. See address list.

## Appendix D: ADA Dietary Guidance for Healthy Children

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*Journal of the American Dietetic Association*

*March 1995 Volume 95 Number 3*

**ADA REPORTS**

### Timely Statement of the American Dietetic Association: Dietary guidance for healthy children

It has long been recognized that nutrition is key to optimal growth and development for children. The first priority of any dietary guidance for healthy children is to emphasize the attainment of adequate nutrients for growth and development. A second priority is to focus on the role of diet and disease prevention, which is critical to creating a healthier America. Much debate continues on the appropriateness of the US Dietary Guidelines for Americans (1) for children because of the concern that their strict application may limit nutrient intake and result in failure to achieve optimal growth and development. Therefore, The American Dietetic Association (ADA) supports exploration into the development of specific dietary guidelines for healthy children.

Diets for healthy children that provide adequate energy and nutrients to support normal growth should include a variety of foods from each of the major food groups (as illustrated by the Food Guide Pyramid [2]). Food choices in a total diet should not be restricted because of the calorie, fat, or sugar content of any one food. Children should be encouraged to consume a wide variety of foods in moderate amounts, to participate in regularly planned physical activity, and to adopt other healthful lifestyle habits that will continue into adulthood. The key messages of variety, moderation, and balance in food choices and the importance of regular physical activity to health must be promoted to healthy children and their caregivers. Because each child has a unique genetic heritage, ADA further recognizes that individual intervention may be necessary in specific situations, such as for children with cardiovascular disease risk factors or obesity. These children would benefit from early nutrition intervention to reduce the risk of chronic disease later in life. Guidance from dietetics professionals would help ensure adequate nutrition, while addressing ways to modify eating and activity patterns.

ADA acknowledges its support of the US Dietary Guidelines for Americans in child nutrition programs such as the National School Lunch Program (3-7). However, ADA believes this advice requires further clarification to meet the unique needs of children. A key issue that ADA has addressed in testimony on dietary guidelines for child nutrition programs is that in improving the health and well-being of children, emphasis should be placed on improved nutritional quality using the principles of balance, variety, and moderation. ADA continues to stress that the application of the Dietary Guidelines in school meals should be applied over time, that is, incorporated in a 1-week menu, not for individual foods or a single day's intake, and that an adequate amount of calories and nutrients must be provided for children.

In summary, ADA supports exploration into the development of specific dietary guidelines for healthy children that would address children's unique needs for growth and development and support health promotion and disease prevention. In support of the concept of dietary guidelines for healthy children, ADA recommends that health care providers and policy makers seek enhancements in the following areas:

- research to answer questions about long-term effects on growth, development, disease prevention, and nutritional adequacy of diets of children and adolescents at various levels of fat intake;
- advocacy for children's health by ensuring that dietary guidelines are applied as intended as guidelines for choosing a healthful diet;
- education of children and their caregivers about the development of food habits that support growth, development, and positive attitudes toward food; and
- awareness by the public about the role that adequate nutrition plays in ensuring adequate growth and development of children and disease prevention.

### References

Nutrition and Your Health: Dietary Guidelines for Americans. 3rd ed. Washington, DC: US Depts. of Agriculture and Health and Human Services; 1990. Home and Garden Bulletin No. 232.

Food Guide Pyramid: A Guide to Daily Food Choices. Washington, DC: US Dept. of Agriculture, Human Nutrition Information Service; 1992. Home and Garden Bulletin No. 252.

The American Dietetic Association. Recommendations to improve the nutrition quality of National School Feeding Programs. Testimony of ADA to the US Department of Agriculture; December 7, 1993; Washington, DC.

The American Dietetic Association. Child Nutrition Reauthorization Testimony of ADA to the Senate Agriculture, Nutrition and Forestry Committee; May 16, 1994; Washington, DC.

The American Dietetic Association. ADA's comments on the proposed rule regarding the National School Lunch Program and School Breakfast: Nutrition Objectives for School Meals. Testimony of ADA to the US Department of Agriculture; September 7, 1994; Washington, DC.

Position of The American Dietetic Association competitive foods in schools J Am. Diet Assoc. 1991;91:1123-1125.

Position of the American Dietetic Association: child nutrition services. J AM Diet Assoc. 1993;93:334-336.

The Timely Statement was approved by the ADA Board of Directors on January 6, 1995. The American Dietetic Association authorizes republication of this Timely Statement, in its entirety, provided full and proper credit given.

Recognition is given to the following for their contributions: Author: Marilyn T. Fogac, MS RD. Reviewers: Pediatric Nutrition dietetic practice group ( Rachel Johnson, PhD, RD; Mary Story PhD, RD); Public Health Nutrition dietetic practice group (Elvira Jarka, MPH, RD; Margaret Olmstead-Schafer, MS LRD); School Nutrition Services dietetic practice group (Donna Gibson, MS, RD; Sue Greig, MS, RD).

## Appendix E: Instructor Outline

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### **Lesson 4: Dietary Guidelines as Applied to Children**

#### **Lesson Time**

Approximately 1 hour

#### **Equipment**

- ✓ Slide projector
- ✓ 2 screens
- ✓ Overhead projector

#### **Materials**

- ✓ Slides
- ✓ Activity – Appendix A: Your Healthy Menu Planning Checklist
- ✓ Activity – Appendix B: Meal Quality Self-Assessment Tool
- ✓ Blank overhead transparency sheets (6 sheets)
- ✓ Transparency pens
- ✓ Transparencies:
  - T-1 Cartoon: Dennis the Menace
  - T-2 Cartoon: The Family Circus
  - T-3 Activity – Appendix A: Your Healthy Menu Planning Checklist

## Lesson Plan Outline:

1. Interest Building Strategy /Set
  - a) Ask students to stand up if they answer yes to the following questions:
    - i) Did you eat 6 servings of bread yesterday?
    - ii) Who ate 3 whole grains yesterday?
    - iii) Did you consume 2 servings of milk or dairy foods?
    - iv) Did you eat 5 servings of fruits and vegetables?
    - v) Did you walk or exercise for 30 minutes yesterday?Well, I see at least a few of you are fully implementing the Dietary Guidelines in your personal lives. We would like to get more children eating healthy school meals and implementing the Dietary Guidelines in their lives.
2. Review Competencies
3. Purpose
  - a) You will be reviewing the revised 1995 Dietary Guidelines and how they apply to school meals. The Guidelines provide specific, practical tips for menu planning in Child Nutrition Programs. One, two, or all of the guidelines may apply to your situation. By choosing only one or two of the guidelines, you can make menu changes gradually. By starting slowly, keeping the changes simple, and introducing new items with popular menu items, you will find applying the Dietary Guidelines easy.
4. Transfer
  - a) Show the Dennis the Menace cartoon.
    - i) Eating is one of life's great pleasures from birth to adulthood, and we can help to influence children's food choices. Parents can control the type of food infants eat, but not the amount. Babies will only eat the amount they need. As children get older and strive for independence, they are influenced more by media, peers and meals served at school.
  - b) Eating habits and food preferences are formed in the early years of childhood and continue into adulthood. That is why it is so important to influence children to make healthy food choices during childhood. ***The School Meals Initiative For Healthy Children*** will provide children with school meals that meet the Dietary Guidelines.
5. Instructions
  - a) Discuss influences on children's nutritional behaviors - parents, media, peers, and school meals.
  - b) Activity – Discuss with a partner two ways to positively influence a child's eating habits.
  - c) Review the Dietary Guidelines changes: 1990 edition vs. 1995 edition.
  - d) Activity – “Jigsaw Cooperative Learning”
    - i) Divide the class into groups of 6.
    - ii) Review the principles of cooperative learning:
      - a) Positive interdependence
      - b) Individual accountability
      - c) Collaborative skills
    - iii) Review the Jigsaw procedure.
      - a) Cover a large body of information by dividing the content into sections.
      - b) Each member of a group is responsible for a section that is unique and different.
      - c) The first group formed is the “home” group.
      - d) The second group is the “expert” group where the material will be studied in depth.
      - e) Experts return to their home group to teach the information they have learned.
    - iv) The home group is responsible for knowing the entire content and will demonstrate this knowledge.
    - v) Number off in the home groups from 1 to 6.

- vi) Separate into another set of groups by number.
- vii) Individual students read the topic information for their group.
  - a) Eat a variety of foods.
  - b) Balance the food you eat with physical activity – maintain or improve your weight.
  - c) Choose a diet with plenty of grain products, fruits, and vegetables.
  - d) Choose a diet low in fat, saturated fat and cholesterol.
  - e) Choose a diet moderate in sugars.
  - f) Choose a diet moderate in salt and sodium.
- 6. Guided Practice
  - a) Activity: “Healthy Menu Planning Checklist”
    - i) Distribute handouts to each group:
      - a) One weekly lunch menu to each group
      - b) Blank transparencies
      - c) Transparency pen
    - ii) Instructor leads whole group through a day’s menu together on a transparency. Use menu ideas from Instructor’s suggestions. There are no right or wrong answers because there are a variety of ways to adjust menus.
    - iii) Groups have 15 minutes to plan menus that apply the guidelines that are appropriate for their situation. They should choose and check off at least two guidelines to apply, i.e., variety and fat or fruits and vegetables and sodium.
    - iv) The group’s reporter posts and describes menu ideas with the class. If time is limited, have group discuss only one daily menu.
- 7. Individual Practice
  - a) “Meal Quality Self-Assessment Instrument for Child Nutrition Programs: Nutritional Guidelines.” Refer to Appendix B: Meal Quality Self-Assessment Instrument for Child Nutrition Programs, for students to complete on their own time.
- 8. Closure
  - a) Review Putting It All Together section of lesson.
  - b) Review competencies.
- 9. Back on the Job...
  - a) Menu planners need to remember the Dietary Guidelines for Americans and their application and importance to children as they plan menus to implement healthy school meals.
- 10. Appendices
  - a) Appendix A: Your Healthy Menu Planning Checklist
  - b) Appendix B: Meal Quality Self-Assessment Instrument for Child Nutrition Programs
  - c) Appendix C: Health Resources
  - d) Appendix D: American Dietetic Association – Dietary Guidance for Healthy Children
  - e) Appendix E: Instructor Outline



# T-1

## DENNIS THE MENACE



"THIS STUFF TASTES GREAT, MOM!  
ARE YA SURE IT'S GOOD FOR ME?"

Dennis the Menace ® used by permission of Hank Ketcham  
and © by North America Syndicate.

# T-2

## The Family Circus



"It's the cafeteria menu for next week.  
Thursday would be a good day to be sick."

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# Lesson 4: Dietary Guidelines as Applied to Children

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## Competencies

**Participants will be able to:**

1. Recognize factors that influence the food choices of children.
2. Apply the Dietary Guidelines to menu planning, including 30% or less of calories from fat and less than 10% from saturated fat.

